**SOUTHEAST COMMUNITY COLLEGE**
**DIVISION OF ARTS AND SCIENCES**
**Early Childhood Education**
**Revision Date: 07-01-20**
Syllabus Statements

## I. CATALOG DESCRIPTION

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|---|---|
| Course Number: | ECED 1640 |
| Course Title | School Age Practicum |
| Pre- or Co-requisite(s): | Taken with or after ECED1220 and ECED1230 |
| Catalog Description: | This course is designed to provide an understanding of the developmental stages of children from five to eight years of age by participating in hands-on learning experiences in diverse early childhood care and education settings. Students will develop an awareness of appropriate adult/child interaction while developing positive employee skills. Basic skills in planning and implementing a daily routine and curriculum activities for school age children presented. Students are required to complete a minimum of 45 clock hours of practical work experience. A passing grade of "C" or better is required for all ECED majors. |
| Credit Hours: | 1.0 |
| Class Hours: | 0 |
| Lab Hours: | 45 |
| Total Contact Hours: | 45 |

## II. COURSE OBJECTIVES: *Course will:*

**A.** Describe how to be a reliable early childhood caregiver and educator.
**B.** Explore the developmental stages of school age children.
**C.** Examine the necessary components of a developmentally appropriate school age learning environment.
**D.** Identify appropriate guidance/interaction techniques to use with school age children.
**E.** Describe the various methods of observation and the guidelines associated with each method.
**F.** Implement and analyze various observation techniques to use with school age children.
**G.** Apply early childhood supervisory skills in a manner that ensures the children's health, safety, and overall well-being.
**H.** Demonstrate the ability to support and facilitate the caregiver/teacher's curriculum plans and to assist in the early childhood practicum setting.
**I.** Help develop and implement appropriate curriculum plans for school age children.
**J.** Examine policies, regulations and routines of the school age setting and/or the supervising college program.
**K.** Examine the application of professional ethics and integrity.
**L.** Develop appropriate communication skills with peers, staff, parents, and children.
**M.** Develop an awareness for and appreciation of individual likenesses and differences among children, families and colleagues.

## III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:

**A.** Student Learning Outcomes: *Student will be able to:*
  **1.** Demonstrate through attendance, timeliness and professionalism that he/she shows commitment to the profession/program.
  **2.** Identify the developmental stages of children using an appropriate instrument for school age children.
  **3.** Analyze the school-age child learning environment utilizing standard program quality assessment indicators.

**4.** Journal and reflect on guidance/interaction techniques used at the cooperating site.
**5.** Complete child observations, using a variety of techniques appropriate for school age children.
**6.** Analyze the results of various observations techniques, used with school age children.
**7.** Assist the cooperating teacher/caregiver in managing the early childhood environment to promote health, safety, and emotional well-being of each child.
**8.** Implement curriculum plans as established by the cooperating teacher.
**9.** Plans and implements developmentally appropriate learning experiences for school age children.
**10.** Follow policies, regulations and routines in the school age setting and of the supervising college.
**11.** Reflect on professional behaviors, attitudes, and ethics involved in working with school age children, families, and colleagues.
**12.** Demonstrate ability to communicate with children, families and colleagues.
**13.** Journal and reflect on the importance of valuing and respecting each person as an individual.

**B.** General Education Learning Outcomes

**1.** GELO #1: Oral Communication
Outcome: Competently communicate messages – both verbally and nonverbally – to a variety of audience types and in a variety of settings.

**2.** GELO #6: Career and Life Skills
Outcome: Demonstrate choices that reflect personal responsibility in one's academic, civic, social and vocational/professional life.

## IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information)*

**A.** Introduction/Letters
**B.** Observations in four areas
**C.** Child Development Observation/Assessment
**D.** Experiential checklist
**E.** Literacy Experience
**F.** Reflection Paper
**G.** Parent involvement/Professional event
**H.** Self-evaluation

## V. INSTRUCTIONAL MATERIALS

**A.** Required Text(s):

**1**. ECED1640 *Practicum Packet*, Children's Book determined quarterly.

**B.** Other Resources:

**1**. Students may need to provide learning materials for children as part of their practicum experiences. Students are encouraged to keep expenses to a minimum by shopping for good, used items or constructing quality, homemade toys and activities.

## VI. METHODS OF PRESENTATION/INSTRUCTION

**A**. Methods of presentation typically include a combination of the following:

**1**. The student is expected to take the primary responsibility for learning. The student is provided the opportunity to have actual experiences with children and staff in an early childhood program. Instruction methods will include, but not be limited to demonstration, discussion, and observation. Students may be required to provide videos of teaching demonstrations. Interactive sessions (held in person or by email) will encourage students to examine their experiences and get feedback from others. Individual conferences (held in person, by email, online technology, or by phone) with the instructor will help guide the students toward improved skills in school-age setting.

## VII. METHODS OF EVALUATION

**A.** Methods of evaluation typically include a combination of the following:

**1.** Students may be assessed by attendance at the practicum site, observation from the on-site supervisor, reflection journals and their own self-evaluation using an evaluation instrument provided by the instructor. Students will be assessed on the quality and developmentally appropriateness of the plans and materials utilized to implement experiences for school-age children. Students will also be assessed based upon their communication with children, families and colleagues in the school age setting. Through practicum experiences, students are being trained as potential employees in the early childhood profession. Employability is based not only on working skills but also on attendance, punctuality, dependability, and attitude. The student's scheduled time in practicum is very important. It is of extreme importance that students be present and on time. The children and staff are depending on students as an important part of the total program team. Employment skills will be part of the overall assessment for this class. Other evaluations may include: observation from the on-site supervisor, reflection journals, and self-evaluation using an evaluation instrument provided by the instructor. Students will be assessed on the quality and developmentally appropriateness of the plans and materials utilized to implement experiences for school-age children. Students will also be assessed based upon their communication with children, families, and colleagues in the school age setting.

**B.** SCC GRADING SCALE

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|---|---|---|---|---|---|
| A+ | 95-100 | C+ | 75-79 | F | 59 or less |
| A | 90-94 | C | 70-74 | | |
| B+ | 85-89 | D+ | 65-69 | | |
| B | 80-84 | D | 60-64 | | |

## VIII. SPECIFIC COURSE REQUIREMENTS:

Through practicum experiences, students are being trained as potential employees in the early childhood profession. The employability is based not only on working skills but also on attendance, punctuality, dependability, and attitude. The student's scheduled time in practicum is very important. It is of extreme importance that students be present and on time. The children and staff of the cooperating site are depending on students as an integral part of the total early childhood program team.

In addition, students will:

**A.** Attend practicum at all arranged times, practice good employment skills, share ideas with others during staffing, and support others in their learning process.

**B.** Inform the site **and** the practicum instructor if they are going to be absent. If unable to complete the course, the student should officially withdraw from the class.

**C.** Successfully complete all projects and assignments.

**D.** Adhere to all policies and practices of the cooperating site and the college program.

**E.** Obtain a grade of "C" or higher to take ECED2065 Child Care Head Teacher Practicum.

**F.** Any student receiving a grade of "C" in **more than one** practicum will be required to enroll in Individualized Practicum – ECED2627 to gain additional experience in preparation for ECED 2065.